

PSC-ED-OUS

**Moderator: Emmanuel Caudillo
August 20, 2014
1:00 pm CT**

Coordinator: Welcome and thank you for standing by.

At this time, participants are in a listen-only mode until the question-and-answer period.

At that point, if you'd like to ask a question, you may press star followed by 1.

Today's call is being recorded. If you have any objections, you may disconnect at this point.

Now let me turn the call over to Marco Davis.

Sir, you may begin.

Marco Davis: Hello, everyone. Welcome and thank you for joining us today.

My name, as the operator just mentioned, is Marco Davis. I'm the deputy director of the White House Initiative on Educational Excellence for Hispanics.

I'm joined by several of my colleagues here at the initiative and, of course, our outstanding presenters. We really want to thank you for taking the time to join us for this important conversation.

Two quick business matters. I want to inform and remind you all that this Webinar is off the record and not intended for press purposes. Also I want to remind you that, as the operator just mentioned, this Webinar, including the question-and-answer period, will be recorded and the recording and the transcript, along with the slide presentations, will be posted to the initiative's Web site after the call to make this information available for anyone who was unable to join us for the live Webinar.

Now the agenda will go as follows: I will describe today's Webinar topic very briefly and then introduce our first presenter who will speak for up to 15 minutes and then we will open the floor for 15 minutes of question and answer with her.

Then I will introduce our second presenter who will also speak for up to 15 minutes and then we will open the floor again for another question-and-answer session.

When we open the floor for questions, I'll ask the operator to come back on and to provide you all with guidance on how to get into the queue to ask a question.

Now onto our discussion today on Hispanic teacher recruitment. With Hispanics composing nearly 1/4 of public school students in the nation, less than 8% of our nation's teachers are Hispanic. A number of studies have indicated that having a diverse teaching workforce, in this case having more

Latinos, yields benefits not only for the students from that same cultural background but for all of the students in those classrooms.

In order to close the large gap between the number of Latino students in school, which is growing, in fact, and the number of Hispanic teachers who are substantially underrepresented with respect to the student population, an increase in efforts to recruit, train, retain and support Hispanic bilingual and bicultural teachers is needed.

Today, Dr. Belinda Flores from the University of Texas at San Antonio and Dr. Cristina Alfaro from San Diego State University will each share a bit about the state of Latino teachers and their recruitment and also about some of the practices being used to increase recruitment of Hispanic teachers effectively.

So without further ado, let me turn it over to our first presenter, Dr. Belinda Flores, with the Department Chair, Professor and Founder of the Academy for Teacher Excellence at the University of Texas at San Antonio.

Dr. Flores?

Dr. Belinda Flores: Good morning, good afternoon to everyone who has joined us today. I really appreciate you joining us.

And so I'm going to be talking about the issues of recruiting, preparing and retaining Latino teachers.

So next slide.

And talking about my work at the Academy for Teacher Excellence.

Next slide.

Okay. In order to recruit teachers, you really need to have a delivery plan of action. You know, we've just heard about the acute shortages of teachers across the United States and the need for Latino teachers as role models. But like I note here, this really requires a deliberate plan of action that recruits and prepares and retains Latino and other minority teachers from different sources and from nontraditional communities.

So such a plan addresses gatekeeping mechanisms that students will occur such as coursework financial, high stake testing, personal barriers and provide the infrastructure within alerting communities to ensure retention in college and the profession.

Next slide.

So over the years since perhaps the early '80s there has been a number of recruitment efforts. I think they need to hit the slide again because - there it is. For example, there has been some work done on early recruitment programs at a high school where they recruit students from Latino communities into high school and those have been effective. Those require funding because, again, you know, high schools are not necessarily set up for preparing teachers and the coordination between, let's say, the - either community college or the university and the high school program.

Other programs, of course, talk about articulation agreements between two- and four-year colleges and although those are very expected and allow for such programs to occur, it really requires beyond a written articulation agreement. It requires that personal touch. In other words, getting to know

who they are at the community college and who - there has to be a liaison between the four-year and the two-year and the same thing is evident and needed between, let's say, a two-year and a high school or a four-year and a high school program. So articulation agreements are, of course, primary but it has to go beyond.

The next type of recruitment effort that has been around for a while is career ladder programs for paraprofessionals. Those have been very effective and they have proven to show that individuals who recruited from the immediate community are going to be vested in that community. They have grown up in that community. They've been working in that community. They have been oftentimes functioning as teachers without full credentials and they've been in the assistance of teachers and yet they can be the role models that Latino teacher - Latino students, excuse me, are seeking because by being just paraprofessionals or teacher assistants, then they're relegated to a lesser role. And so providing funding for career ladder programs is essential and is there a positive way to recruit additional Latino teachers.

In addition to that, there has to be multiple routes to certification. I know that we are in a teacher - university teacher preparation program and, you know, there's issues about sometimes people get into this whole discussion about alternative certification and such but in the case of some good alternative teacher certification programs that are mostly university based, they do present an alternative route that is perhaps a quicker route into the teacher preparation program and I will go into that a little bit more detail when I talk about the Academy for Teacher Excellence.

What I've learned over the ten years is that you just can't take a teacher, whether they are math, you know, science or whatever, career background and just simply place them in the classroom. It takes time to become a teacher. So

teacher preparation is essential. So one step is the recruitment. The next step is preparation.

I have been involved with another project that's multiple routes to certification is a Project Alianza where we took US residents normalistas or normal teachers who had been living in the US and - where either citizens or residents already and were working in different positions in the community but not necessarily using their skills. Some are working as custodians, housekeepers, waitresses, et cetera, and no one has tapped into them as a resource.

So Project Alianza, which was not only based at the University of Texas in San Antonio but other universities in Texas as well as in California, we produce a number of bilingual teachers who were sensitive to the needs of Latino children in - within the US context, which is also very important. So something like Project Alianza, which was funded by the Kellogg Foundation, is - also has an effective tool for recruiting teachers and retaining them in the field.

One of the other recruitment efforts has been some districts will go ahead and actually recruit foreign teachers. And I put - and you notice on my slide, I have dreamers versus foreign teachers. We have a number of dreamers who are seeking teacher certification. But because of state legislation or other gatekeeping mechanisms, they are not able to obtain their teaching credentials, yes, and they apply to DACA and become DACA registered then they can pursue the teacher certification.

However, there's still an obstacle. Oftentimes, dreamers do not want to - you know, they're afraid of going through the DACA process, afraid to go ahead and declare that they are not necessarily legal residents of the US because

they're afraid of being deported. You know, not too long ago, a police officer who has served, and I believe it was in Arizona, for long, long time where, you know, in a regular search, they found out her family was not legal and that she perhaps was not legal and she got fired from the police force. So these are not just fears but realistic fears that they know occur and happen. And so they sometimes don't want to register for DACA. And so we get into a whole other discussion about immigration. So I - my suggestion is that we really need to start tapping into dreamers.

Recruiting foreign teachers are fine. But dreamers have been living in the US. They understand the US context more than a foreign teacher who, let's say, I guess, knows how to speak Spanish but not necessarily has been living within the US context.

Foreign teachers is a source of recruitment. However, they also require preparation even if they have taught in their foreign country like Spain or Mexico or wherever.

The other program, of course, for recruitment is the Teach For America. And one issue that - big issue that I have with Teach For America is that oftentimes this becomes very short term. And the issue that it presents is that, you know, oftentimes in Latino communities, those of you who are working, there's such a high turnover rate of teachers who are not really invested in the community and the kids begin to know that. And so if they see that someone is not vested in their community, no matter how dynamic they may be, oftentimes the soonest will get turned off.

And I have seen that - something in that and I've read something about it in terms of research article. But the kids will say "So, Miss or Sir, how long do you plan to stay here?" So if the kids do not see the investment of that teacher,

they're not likely to connect to the teacher. And the importance is not only having that role model but being able to connect to that teacher in personal ways and connecting to that teacher about extending their knowledge base and who they are as individuals.

In all types of teacher recruitment efforts, there must be some type of financial effort that helps them through the teacher preparation. I know that there's some loan forgiveness. But oftentimes, especially when you are trying to recruit first generation Latino students, there has to be some financial incentives upfront because they're trying to live at the present and, yes, that they will have their loans deferred when they start getting employed is inviting but they have to figure out how they're going to live today, how - where are they going to, you know, get many for their books and for their tuition, et cetera.

Next slide.

So these are recruitment efforts. And over the last ten years, using a combination of college retention research and also teacher preparation, recruitment and retention research, I founded the Academy for Teacher Excellence. And I founded it with five basic components to attend to the issues that are - sometimes occur with first generation Latino students. So the five components, and I would discuss them in greater detail, are here: School partnerships, learning community, faculty development, faculty research and communities of practice. So in the next slide, I will discuss the learning communities.

So next slide, please.

In the Teacher Academy Learning Communities, here is where we're attending to these gatekeeping mechanisms. The gatekeeping mechanisms are maybe issues of academic that is a gap, academic gap, if they attended sometimes low-income - living in low-income schools not necessarily that they also have exposure to top teachers or the curriculum that's a mismatch for the curriculum. And I know there's a lot of work that's being done with core curriculum and other kinds of curriculum. But still another - oftentimes it's not accessed to advanced classes, you know, dual credit courses, and depending on the age of the Latino teacher coming into the field, they may have - they may be an older individual - that young, typical college age student and they may have taken a college algebra that - I mean, high school algebra course that is not - they did not prepare them for college algebra. And so there's that academic gap.

So you have to create opportunities within some type of academic learning communities and the research for learning communities comes up a lot of the college retention - Latinos and minority retention literature.

There's also attendance to their identity development, who they are as individuals. They must start with who they are as individuals themselves so that they can have a firm identity and use that identity to ground themselves and lead them into their professional identity or becoming a teacher.

In order to increase engagement, then you have to help them explore their go commitments, go commitments to completing their studies at the university and their go commitment to becoming bilingual teachers or Latino teachers teaching science, et cetera, because sometimes there's all kinds of temptations during college and we forget that oftentimes there's a young kid and they're exploring not only who they are but what they want to do in rest of their lives

and they're receiving all kinds of mixed messages not only from media but from family and from others in terms of becoming a teacher.

I've done a study and I've collected surveys and it's very interesting. One of the items that always is - has great variation, and this is with Latino potential teachers, when asked, does your family support your decision to become a teacher, you know, on a seven-point scale, it usually falls right in the middle. And so that is not unusual. It's not that the family doesn't want them to go to college but oftentimes they're not aware of the benefits of becoming a teacher or they think "Well, my child could do better in another career" or they think that this is not a good match for them or that perhaps it's - that the individual will not get respected and such so that there must be go commitment to the completing their degree and also to the profession.

In addition...

Marco Davis: Dr. Flores, I just want to let you know we have a couple of minutes left for you.

Dr. Belinda Flores: Oh gosh, I talk too much. Anyway, the other one is reducing the stress dealing with different world expectations and first-generation issues, juggling responsibilities and feeling guilty or whatever.

Next slide.

The next one is communities of practice. Once they become teachers, it's important to engage them in mentoring aspects and so that they could stay in the profession as well. And that one we could go to the next slide.

The other two aspects that I want to talk about is faculty development. Often, faculty within the university do not have experience themselves with working with minority communities. That's why it's very important to engage them in their professional development through research and research seminars and when they learn about faculty development, they can teach Latino teachers what they don't know.

And then the other aspect is, of course, engaging in partnership with the community and not only with university and school communities but also with the business communities and families as well.

And let me - next slide. And I think I'm pretty much done. We say that in order to recruit, prepare and retain teachers, it requires a coordinated approach between the university -- we call them pals or partnerships -- and the students, keeping always who we are serving. Thank you very much.

Marco Davis: Great. Thank you so much, Dr. Flores. We know there's a wealth of information and you are truly a font of knowledge on this. And so hopefully I think our - all our participants on the Webinar will ask some questions now and also sort of think of you as a resource going forward in addition to Dr. Alfaro.

Operator, if you could just remind folks how to get into the queue to ask a question and we'll open the floors...

Coordinator: Yes. Yes, sir.

For questions, you may press star 1. Please record your name when prompted so I can introduce you. And to withdraw any questions, you may press star 2.

Again, you may press star 1 if you have questions.

One moment, please, for the first question.

Marco Davis: Great. And while folks are doing that and getting into the queue, I want to remind folks that the slide that you're seeing on the WebEx you should have received when you - once you registered as a PDF and that actually has a contact information for Dr. Flores and also Dr. Alfaro on this slide, as you're seeing on your screen, that will allow you to follow up with them directly if you want to reach out, collaborate, have followup questions after the end of the Webinar.

Coordinator: Once again, everyone, please press star 1 for questions.

Marco Davis: Wow. It seems like we may have a quiet group.

Dr. Belinda Flores: Yes.

Coordinator: Let me just get the names. We have a few questions that queued.

Marco Davis: Oh great.

Coordinator: One moment...

Marco Davis: Wonderful.

Coordinator: And our first question, speakers, is from (Catalina Overa).

Ma'am, your line is open.

(Catalina Overa): Hi. Yes. My question is, what is the Department of Ed doing in regard to the shortage of teachers of color? And, you know, in this case, Latino teachers.

Marco Davis: That is a great question. Thank you. I'll answer that, if that's all right, Dr. Flores.

That is a great question. So first up, the White House Initiative on Educational Excellence for Hispanics has identified this as a key priority for us. And so there are a couple of things that we're doing, one of which is, obviously in addition to having this Webinar, looking at efforts to try and raise awareness about both the need, the facts, people often don't know even that statistic, so the fact that Latino teachers - Latinos are underrepresented in the teaching field. And so letting folks know about that.

And also encouraging people to consider that teaching field as an option, as a career opportunity, as a place, as a career path for them to consider, given the many benefits that it provides not just to the students but obviously to the teachers themselves in terms of their own professional development and growth.

In addition, we are trying to highlight concrete resources. Oh sorry, and in terms of visibility also, we're also working on efforts to highlight Latinos who are in the teaching profession. And so we'll be looking at ways through social media and other places to sort of also help tell the story of Latinos who are in teaching to sort of help folks again be able to really personalize that and sort of see in reality even if they don't have a teacher in their school or in their community directly that they interact with to maybe see on social media or in other avenues of media Latinos who are in the teaching field to sort of help reinforce that image and that concept.

In addition, we're trying to make resources available and let people know about things that are available. So for example, there are - there's a program called TEACH Grants, which are actually part of the financial aid package offer by the US Department of Education that specifically is targeted for students who are willing to commit to go serve as teachers in low-income schools. There's additional type of support in student aid available for them.

Similarly, often, as Dr. Flores just mentioned, given there are financial barriers often as a challenge to students considering the teaching field, letting folks know about resources such as something called income-based repayment, which actually pegs the payment of student loans to student's income. And so the idea is that if there's any fear or any worry that going into teaching they might not be able to earn enough money to be able to pay off student loans, that fear can be swayed because the loan repayment terms are pegged again to the income they serve.

And, in fact, even better than that there's a program called Public Service Loan Forgiveness, which actually allows for students, former borrowers, who go into public service, which again teaching in a public school for example, qualifies making all their payments on time, I believe, it is for ten years, the balance of their student loans is completely forgiven as a result of going into that public service field.

So those are some of the types of efforts and there's a national campaign called Teach.org. There's a Web site, in fact, as well that the US Department of Education created, which promotes the teaching field and again provides even a great - many more resources even just the ones I mentioned such as scholarships, ways to learn about placement, getting a job and teaching in all those kinds of things to help answer questions for folks considering it that also

has the specific effort of trying to reach out to and recruit students of color, in particular Latinos.

(Catalina Overa): Great. Thank you.

Coordinator: Thank you. Our next question is from (Patricia Gandeta).

Ma'am, your line is open.

(Patricia Gandeta): Thank you. Thank you, Belinda, for a very informative presentation.

Dr. Belinda Flores: Thank you. We're listening.

(Patricia Gandeta): Yes. Well, this is something that is so critically important.

I appreciate the comments here about after the fact, you know, repayment of loans and that sort of thing. But I thought that your comment was just especially important as well that we need upfront incentives because for many young people, looking down the road after they get a degree, after they get a job, after they, you know, get established and paying back, that's very far into the future and there are needs just to stay alive today.

So I'm wondering, Belinda if - the Alianza Project was a wonderfully well-funded and supported project. But have you seen other things out there, have other thoughts about how we provide more upfront support for students considering going into teaching?

Dr. Belinda Flores: You know, there's, for a long time, there's Title VII and then it became Title III. That was another wonderful project that occurred as a matter of fact, you know, that assisted me as undergraduate and (unintelligible) was a Title

VII fellow many of us worked. And so that provided that financial resource upfront because it helps you pay your tuition and then it would help you with a monthly stipend.

And so that is the type of financial support that I'm talking about. Yes, there are student loans but, again, oftentimes and I was once asked by the public office, "Why is it that a lot of Latinos do not apply for financial aid?" Well, the financial aid process is a cumbersome process. But again, depending on their immigration status, they may not want to complete any kind of forms that may call attention to their family status. So there are a variety of reasons due to the complexity or whatever the, perhaps, immigration status.

So that was another program. And I know that there's some funding that comes out of the Office of English Language Acquisition. It used to - formerly OBEMLA, but not to the degree that there used to be, let's say, in the '70s and '80s and maybe early '90s.

(Patricia Gandeta): Thank you.

Coordinator: Thank you. Our next question is from (Sandra Ramirez).

Ma'am, your line is open.

(Sandra Ramirez): Yes. I'm wondering if there are any programs out there that are - have moved into the affected preparing Hispanic teachers for K-12 administration roles.

Dr. Belinda Flores: Any programs? That have been effective for preparing Hispanic teachers for K-12?

Well, the Academy for Teacher Excellence is one of those programs. There's a variety of programs that have done it through Title - like I mentioned before, Title VII funding. Some of it has been written in the literature. I don't know what specific information you want. But if you want, I can send you my own research studies to look at. If you send me your e-mail address, I'll be happy to share that with you. And I know that our next speaker will also share that information.

(Sandra Ramirez): Thank you.

Coordinator: Thank you. Our next question is from (Shown Penal).

Ma'am, your line is open.

(Shown Penal): Thank you. Thank you, Belinda. I really appreciate the information that you gave.

I am working on an Office of English Language Acquisition grant right now where we have paraprofessionals and I noticed that most of my paras are Hispanic and I knew that would be - they're an amazing pool to pull from. But just as you mentioned, they have a lot of - you know, they work full-time jobs, some of them have immigration status issues in their family, you know, just things like that. But they are - they're already vested, they already know the system. So does anybody know are there currently or will there be any RSPs for creating ladder programs? Or also what are the most successful ladder programs that you know of right now?

Dr. Belinda Flores: Well, I'll let (Emmanuel) answer the question about any additional funding. But in terms of - again, I can share some of my research on the Project Alianza and others that I have done in terms of successful careers,

ladder programs we had several here, ETSA, that we worked on in terms of career ladder. And I know that those teachers are still there. I was working on my doctorate at that time and I spun running into them and this is in the early '90s and they're still there, teaching and still vested in the community. So putting that forces valiant effort as something that's going to pay off for you.

(Shown Penal): Great. Then I will contact you. Thank you.

Marco Davis: Great. In terms of the federal opportunities, I'm not sure that there's a grant program. I've not seen - I've not heard. I will continue to look and try to get information and certainly share that with folks if do.

I do know there's a new initiative that the US Department of Education launched recently called Teach to Lead, which is a kind of ladder program, pipeline program, which specifically looks at helping - and the idea of moving folks from teaching from sort of the classroom teaching role into administration positions and sort of moving them along that line towards professional development. I'm not sure if there's one that reaches back to the power professional level. But again, I will be happy to look into that and follow up with you. If you want to shoot me an e-mail to the office's e-mail address, I can certainly get you and directed to the right Web sites where you can try to get more information.

(Shown Penal): Excellent. Thank you so much.

Coordinator: Thank you. Our next question is from (Luis San Sebastian).

Sir, your line is open.

(Luis San Sebastian): Thank you. Good afternoon. Dr. Flores, thank you so much for your presentation. It's interesting. I was fortunate enough to attend a Teach For America seminar back in January and it was a Hispanic male summit. I believe that Mr. Davis attended that meeting as well.

Marco Davis: I did.

(Luis San Sebastian): And it was quite eye opening for me and some of the things that you mentioned actually just kind of reaffirmed some of the things we're talking about. It's interesting. And we talked about Latino being 8% of the teaching force but only, I think, less than 2% are male.

Dr. Belinda Flores: Yes.

(Luis San Sebastian): And that was kind of the focus of that session of, you know, here we are trying to increase the overall percentage, yet the percentage of males is very, very low. And they talked again about the stigma of going into teaching that the families, they want their children going and becoming doctors and lawyers and engineers. And so it's interesting that you mentioned the same kinds of things.

I guess my question is the only thing that came about - and I'm in Montgomery County here on the East Coast in Maryland. You know, how do we attract, you know, really, you know, highly qualified Latino males and females to our system from areas perhaps Texas, Florida, California, when - from what I understand, you know, they tend to state with the family that it's very hard for folks to break away from that family support system. So what kind of things, you know, could we do to kind of, I guess, break that barrier of having people take that chance to come, you know, away from their family and move to this area.

Dr. Belinda Flores: Well, one of the things that I would do - and I mentioned the Project Alianza. When we do Project Alianza, you know, we were given - Kellogg Foundation. The first challenge was “Wow, I wonder how many normalistas, normal teachers we have in the area.” And we were surprised how many we had.

We put out a little (unintelligible) news radio, whatever, and, like, overnight, we had, like, 200 people calling, wanting more information. In their case, a number of them we also had to do intensive English development as well as (unintelligible) because, yes, they have been teachers but they have not necessarily been bilingual teachers, which required preparation. I would encourage you to look into that.

The other aspect is, of course, there was funding for transition to teaching grants. I think (Anthony) is online and he - we work with him as well. And that was another wonderful way for recruiting not just more Latinos but Latinos and Latinas into the teaching profession and we got individuals that had originally been chemist and, you know, scientists and in the back of their mind, they always wanted to go into teaching. So they were doing a career ladder change in essence. But in fact, they were moving from a science-type career into the teaching profession.

And I know that we have been very successful in that project as well. We placed them in high, mid, low-income schools and we have about an 89% retention rate of those teachers because once they got in there and they understood the community because that was part of what they did in their teacher preparation and, you know, the (unintelligible) relevant. They, in essence, fell in love with the communities and they're still there. So that - I know that we did a great job in preparing those teachers.

So sometimes it's also seeking those individuals in - I don't know what college you may be affiliated with. But doing that recruiting at the, you know, the college of sciences or how it's configured oftentimes and, you know, kids are going into biology or chemistry, again, with the idea we're all going to become doctors or some type of scientist. But this teaching of science is just as important.

And it's good that the White House and others are putting this, you know, effort on, highlighting great teachers and the teaching profession because for a while, not - I'm not saying from the White House but for a while, the political rhetoric was, you know, the teachers were not considered to be someone who is dedicated rather than someone that was taking from the community or whatever.

And so I'm glad that the political rhetoric is changing and people are realizing we need to have strongly - strong teachers who are dedicated and who are going to stay in the communities because, again, as I mentioned in my presentation, is that, you know, kids want to connect to strong teachers, male teachers especially. But if they're going to stick around, kids also know that and they will not connect those teachers.

So those are some ideas.

(Luis San Sebastian): I really appreciate your time. Thank you.

Marco Davis: Great. So we've actually got to move to our second presenter now. As I mentioned, you'll be able to follow up. There's another Q&A at the end of this session with Dr. Alfaro and then again you have Dr. Flores's contact info on the slide deck.

So now, let me turn it over to our second presenter. Dr. Cristina Alfaro is the department chair and associate professor at San Diego State University.

Dr. Alfaro?

Dr. Cristina Alfaro: Good morning or good afternoon, depending on where you are.

First of all, I want to congratulate Dr. Flores for the amazing work that she is doing in this area. It's really encouraging to know that in Texas, there is a similar parallel to the work that we're doing.

Today, what I'm going to do is share with you a snapshot of the work and my experience as the chair of the Department of Dual Language and English Learner Education at San Diego State University.

Many of the aspects that says here the human aspects preparing highly qualified teachers that Dr. Flores discussed resonate with my own experience and with what Latino and dual language advocates are doing in California -- and in particular in San Diego -- to infuse high academic standards and equity in our case, fixing educational system.

Let's go ahead and go to the next slide, please.

So what I wanted to start off with is just a snapshot of our recent bilingual graduates at San Diego State University. Our department has credentials over 2500 bilingual teachers in the last three decades. We have also given 80 dual language certificates in the last five years and over 380 match degrees. So these are all educators that are working towards bilingual education and dual

language program. And most importantly, 90% of these graduates are from Latino decent.

So although the state laws in California had (unintelligible) many initiatives, we have laws, we have propositions such as Proposition (2 through 7) that nearly eradicated bilingual education. Despite of all this happening, we have remained steady and - with our work and our research as far bilingual education.

At the college level, there have been several efforts to dismantle our program's mission and vision due to this 2 to 7 proposition. I remember a time where we would walk down the halls and a lot of our Latino students were going to - to get to regular bilingual credentials. In other words, not the bilingual because they were saying, "Why do we need a bilingual credential? Bilingual education is no longer going to be happening." So just carrying to work again those laws have been a really - a real struggle but we've persevered.

So one of the things that we did in our department as we were going through a possible reorganization to dismantle our department, which is a couple of years ago, was that we decided to rename it so that it would reflect what the work that we were really doing and the work that was really needed in the community.

So in the back, you see a little rising phoenix because that's really how we feel the faculty, the communities at work.

And when we're talking about collaboration and we're talking about working with the community, that's what really helps us to survive because we had community members, superintendents, principals that were writing to the

president of the university and/or college, the dean, to let them know that it would be a crime to dismantle our program.

I also want to do a shoutout to our current dean, Dr. Joe Johnson, who has really given us a lot of support because he truly understands the demographics and the needs of the community that we serve. We are a border city. We are just 50 minutes away from the border in - which is Tijuana, Mexico. So what we have really focused on is the whole aspect of keeping our mission and our vision and just really focusing on making it stronger.

So next slide please.

So we go to what is - what's happened in California. And you'll see the figures that I think have been discussed. I'm going to go to the last two points. And that is that we have a real growing need and process in the two-way emerging programs. We have over, you know, 300 programs here in California. Of those programs, if you can go to the San Diego context, you see that we have - actually, I have 65 that I've just verified my figures and there's 78 now in San Diego. So the need for bilingual teachers is really, really strong here in our city.

And also the San Diego State has recently been designated as Hispanic-driven university. So that career ladder that Belinda was talking about becomes even more critical because we have the candidates, we have the students. It's just the matter of really providing those pathways that will help them to see I guess being a teacher, a bilingual teacher as a possibility for them.

Another example of our program now we have our students - 95% of our students are Latinos that are going to the bilingual credential and 60% of these

students are native Spanish speakers. I'm going to go past to the other site California. I don't want to get on the Seal of Biliteracy.

So in California, we have 20,000 students that were just awarded the Seal of Biliteracy last year and, you know, so it's brilliant. So that made us - so that whole process of happy men to - there's a - they're California together right now is working for creating this pathway for these students that graduate with the Seal of Biliteracy to have a pathway into the university where then it's going to be valued and acknowledged and given credit to. But this is another opportunity right now that we're working forth in making sure that the students that are graduating with their Seal of Biliteracy really we look towards being a bilingual teacher as a possibility as a career.

So, okay, so I'm just going to move on to the next slide.

Okay, recruitment. So I'm kind of going backwards from what Belinda talked about because, as I said, a lot of what Belinda talked about resonates with the work that we do in the strategies for recruitment.

So first, we set the context that there is a strong need. So when we begin to recruit, we look at these reciprocal relationships where we are continuing working with the community with principals, their superintendents with our graduates. Our graduates have become one of the most wonderful resources for us because they are the ones that are helping us to recruit and helping us prepare this career ladder.

The area of test separation is something that we have - I have seen as the department chair. In fact, this year - yesterday because we're going to - in fact, right now we're in the middle of orientation. Having to deny the possibility of participating in our program because our students are missing

the test by two points. You know, you don't know how many tears we had in our office yesterday. Students, you know, saying "I tried and I tried and I missed it by two points again for the third time." So we have a large number of students that are not able to come in to our program because they haven't quite learned how to navigate the system and get through that test preparation.

Also, I must say that this year, we did a lot better in that area because we have a lot of mentoring that has taken place by a lot of our previous graduates and also because we have a brand new center that is helping out in just helping our students that we have to do better. And as a department chair, this is what really worries me and an area that I am going to really focus on for the following years, so that we can just really try to eradicate this test preparation as a gatekeeper for our students.

So when we go through all this equipment process, we - what we have really focused on in the last couple of years to increase the numbers of students that are coming into our bilingual tutor education program is really tried our best to articulate to our students the great substance and the quality program that we have put together for them, so that they are excited about coming into our program.

So we also don't talk to them only about we want to be a bilingual teacher but we talked to them about the pathway that we have created through our department where they can come for their bilingual credential. And one of the things that we have also found from working with our collaborative partners is that going through the bilingual program, you know, nine months of teacher preparation is not enough particularly now that we have these very, very strong type quality (unintelligible) dual language program where we're seeing that we need further professional development for our teachers, so we offer a certificate program.

In fact, it's just got - this year, we started a full online certificate program to be able to serve not only California or San Diego but also the nation because we've had a lot of people that are interested in helping their teachers get more professional development in this area.

So then also we have the master (unintelligible). So just, you know, yesterday and today, we're doing orientation. We have our students speaking in this area, you know, thinking of these areas that it's just not, one, get a credential but that we need to continue to develop as professionals, so that we will never go backwards and that there'll be another (2 through 7) that will set us back.

You know, I think back at when I started teaching (unintelligible) '70s that, you know, we made so much progress and later have gone so far back to start all over again. But I think that we have this momentum going with all the research and all the wonderful - and that I want to do a shoutout to (Patricia Zandara) for all the work that she's done and you have helped me, you know, to also reinforce the work that I do.

So one of the things that we're looking at is just really working with our professors in making sure that we understand at a very high level how the bilingual brain works and also just looking at the coach of competence and not just with Spanish but looking at cultural and (unintelligible) competence in this area.

So one of the things that we have found out also is that we are now preparing bilingual teachers. We prepare some and send (unintelligible) because, as you can see, we have a lot of dual language programs. But our phones are ringing off the hook typically in the summer and right now from people from all over the state asking "Do you have any bilingual teachers that we could hire?"

They've been hired. So we need to do a better job and that I think that this is one of the reasons that I was very excited about sharing what we're doing because we need more programs and prepare more teachers.

Okay, let's go to the next slide.

Marco Davis: Dr. Alfaro, we got just a few minutes. So...

Dr. Cristina Alfaro: Okay.

Marco Davis: ...I just want to give you a heads up.

Dr. Cristina Alfaro: Okay. So one of the - we're talking about how do you support these teachers. So (Project 4) is a federally-funded program, sort of Project (unintelligible) from Washington DC. And this is a project where we are now able to support our students. This is what I wanted to get to because the financial aspect is always an issue as was discussed previously.

But we are able to offer our teachers stipends to get into the teacher credential program and we buy them their materials, we give them \$1000 stipend and then they move on to a master's degree and the certificate and we also offer them stipends for that.

So what we - what you see here on this slide is a triangular model. This is what has really strengthened our program and our recruitment efforts because we are working very closely with the San Diego County Office of Education with the three major school districts that have the highest number of Latinos and English language learners and then, of course, our faculty at San Diego State University in also looking at revising (unintelligible) to meet the needs of our students.

Go to the next slide.

Okay. So one of the things that I wanted to highlight today is this online certificate program that we have developed. Currently, we have 40 teachers that are ready to go. Actually next week is the first class with this online certificate program. But this is a program where we're offering bilingual teachers that are already - teachers to receive a higher level education professional development in the areas of high levels of academic literacy for the sense to counterpart and then also we are offering an English language development certificate for teachers that are working with English-only programs or maybe the counterpart, the English part with the dual language program.

So I don't know how much more time we have. But let me go to the last slide.

So ultimately, what we're looking at is, you know, just working for getting the word out to our students, you know, starting at high school, even in middle schools, that teaching education is - teacher education is really something that they need to look at and then really being see about what are the opportunities that we provide. I want to really focus on the global competence aspect of it because those are areas that we're really working on, making sure there are teachers. We don't just stay with the context of California-Mexico because we're so close to the border but we've added a global component to our take and that really is intriguing a lot of our students when we go and recruit with level setting to other areas.

One of the areas that we also look at is developing this high level of biliteracy and biculturalism and kind of the longing where we work with our students because a lot of the students that come into our program are coming into our

program because they have experienced those negativity in their own education that they want to come in to create that change. Of course, there are a few that are graduates of dual language programs and because they have such a wonderful experience, they come in.

So we work on this whole aspect of ideological clarity and making sure that our students become very clear and we start working with them at the younger level to make sure that they're really clear on what task they want to take in their career and really looking at being a teacher of something that is really desirable and valuable in our nation.

And I'll go ahead and stop there, so that we can (unintelligible) question.

Marco Davis: Great. Thank you very much, Dr. Alfaro.

And so, Operator, if you could remind folks how to get into the queue, we'll open the floor for questions.

Coordinator: Sure, sir. Once again, everyone, you may press star 1 for questions and press star 2 to remove your questions.

Once again, that's star 1 for questions.

One moment, please.

And I have a few questions on queue. The first is from (Myra Levig Facemore).

Ma'am, your line is open.

(Myra Levig Facemore): Hi. I'm an administrator in a large school district in South Florida. And I fully appreciate the focus on the strategies and methodology in preparing students to - or leading them to the profession.

One of my concerns, though, I think is on the other side of the coin, which is that large active departments of recruitment in selection in large school districts, and I would imagine all site, don't fully appreciate or have a good knowledge base on how to recruit Latino teachers. And I was wondering if there's some sort of support or professional development or something that we could lead our district, especially if the Department of Recruitment and Selection, in order to make sure that that's happening and we are getting to where we need to be in terms of teachers and administrators.

Dr. Cristina Alfaro: Marco, would you like to respond to that one?

Marco Davis: Well, at the federal level there, I don't believe that there's a program like that, per se, and that obviously a lot of the efforts really sort of - that you're talking about sort of more would play out at the state and local level. I'm not aware, I confess, of efforts like that of resources, trainings, et cetera. Certainly happy to look into that and sort of to check with our colleagues in this space. Yes, but I'm afraid - I appreciate that. I think that's an important issue that I think can be addressed. But yes, I'm not familiar with something at least at the federal level.

(Myra Levig Facemore): Thank you.

Marco Davis: I don't know if there's institutional or districts or folks have seen maybe any state offices or universities that might have something along those lines that they might do or they might be available for, even consultants for that matter who - specialized in that area who might be a resource?

(Myra Levig Facemore): Okay.

Marco Davis: I don't know if our presenters maybe have thoughts?

Dr. Cristina Alfaro: Yes, well, you know, as far as in San Diego, when I showed at that triangular model is that it's really critical that one of the things that we do every year, in fact, we just had one this year, is having a stakeholders' meeting where you bring superintendents and county office of educations, you know, colleagues and faculty at the university bringing them together to talk about, you know, what are the most critical issues that we need to address and in our situation being that we're a border city, the majority of our students are English learners and of those English learners the majority are Spanish speakers.

So then we start to talk - you know, so we get a lot of the support is who are those possible candidates to come in to the teaching force that are able to fill these gaps, so it becomes a collaborative effort but it takes a lot of conversation and dialogs and going out into the community and not expecting them to come to the university but that we have to go out there and really let them know that we certainly want to work with them and it's kind of this (unintelligible) authentically and one day you begin to work. But it's all about building those relationships and knowledge building as well.

(Myra Levig Facemore): Thank you.

Coordinator: Thank you.

Our next one is from Dr. (Levy).

Doctor, your line is now open.

Dr. (Levy): You know, I can't even remember what I was going to share except that Florida has brought grants for the (unintelligible) teacher pipeline and we - for our college. I'm the new (CISO) professor and I just got elected to the executive board of directors of Sunshine State Board of (CISO) and I wanted to add to your participants question about where the federal funding was available for a para to teacher pipeline but I do know that that happens at the state level. And our students are applying for stipends like \$700 prior to doing their student teaching. So I envision a job embedded model. I come from UT El Paso, by the way, and we brought in (Patricia Gandara) (unintelligible) my dissertation on you and I can't tell you how proud I am in this Webinar with you. I love your book over to (unintelligible) where we looked at the positive aspects of educated (unintelligible). So (unintelligible) (Patricia).

So anyway, that's my answer for you. Those folks always are there for paras who come from our communities, who are committed to our communities and will stay in our communities and we need to support them and make sure that they become teachers, et cetera, et cetera. So thank you.

Marco Davis: Great. Thank you very much.

Coordinator: Thank you. Our next one is from (Mario Vasquez).

Sir, your line is open.

(Mario Vasquez): Yes. Good afternoon. My question is I guess is for Marco - Mr. Marco Davis.

What is the White House or the Department of Ed doing to recruit in higher ed teaching or administration? I have noticed that there's still a large

disproportion in numbers of Latinos in those positions compared to the diverse population they serve. I'm just curious on that one.

Marco Davis: You're talking about faculty and administration in higher ed?

(Mario Vasquez): Correct, faculty now more diverse students are going into college but then their professors, when they go, there's no connection. That's what I noticed.

Marco Davis: Right. Right. So...

(Mario Vasquez): We need this recruitment, I guess, also for higher ed but I don't see it.

Marco Davis: For sure, for sure. So I think similar to the K-12 space, because a lot of that decision making takes place at the state and the institutional level, that's something that is really being driven in terms of practical activities that can be done by the higher ed community. I would refer you to places like that American Council on Education and so on who I think are beginning to look at these issues and are noticing more and more that fact, right? That the number of students in higher education is increasingly diverse and that, again, that it's beneficial to have a diverse faculty and administrative workforce again that reflects their student population.

What we're doing again in that same space is with a focus on college access, postsecondary access, postsecondary completion is, again, sort of trying to inform folks about sort of what the picture, what the landscape looks like, letting folks know that the population is growing in higher ed and pointing to, again, the facts that we do know, the facts that we do collect, which are sort of the statistics on the demographics, so that people are then armed with the information they need in order to make smarter decisions in terms of their

hiring, in terms of their professional development, in terms of their career ladder advancement and support and so on.

And so, again, that - so again, that's a space that we don't have a lot of direct impact on in terms of - from the federal level, in terms of the actual makeup of faculty and administrators. But I think giving information is something that we can do to help ensure that folks who are able - who are there - in position to advocate for institutions to think about their hiring practices and to expand their recruitment and so on, have the information they need to do that and that's something again that we will continue to highlight.

(Mario Vasquez): Thank you very much.

Coordinator: Thank you, sir.

Our next question is from (Vivian Robledo Shori).

Ma'am, your line is open.

(Vivian Robledo Shori): Good afternoon. This has been really informative. Thank you.

My question for the panelists or any other person on this Webinar has to do with any work that may have been done with teacher unions. In our area in Bethlehem, Pennsylvania, we had a group that specifically recruited high school students interested in teaching and police force and emergency services and if they were interested in these fields and they went to college where we would give them scholarship money, what ended up happening is when they graduated, there were funding issues happening in the districts and the jobs were no longer available because of checker boarding of movements that were

happening within the unions. Has there any been any work with school unions to accept this type of recruitment?

Marco Davis: So I'm sorry, if you could repeat the program you were talking about? I'm not sure I understood sort of the what would be...

(Vivian Robledo Shori): It was a local grassroots group that started a scholarship program for high school students interested in teaching, police force, nursing, emergency services. They receive scholarship money and the deal was they would come back to the community and work in those fields in the community.

Marco Davis: Right. So the - so your - so was your question that are there efforts - similar efforts from the teachers' unions to provide that type of support?

(Vivian Robledo Shori): Actually, if anyone has worked with teacher unions to overcome the barriers that occur when you're trying to hire new people and they're checker boarding because jobs are being cut and they're fighting for their internal people to stay in when you're trying to diversify.

Marco Davis: Got it, got it. So from the department's standpoint, I don't know that there's been a specific effort to address that issue in that sense. I know that we've had - at least the initiative has had some very good conversations with the two primary - at the national level, the two primary teacher unions, both the NEA and the AFT. They have expressed an interest in seeing their workforce diversified and they are each independently taking steps and being proactive in trying to identify and engaging community stakeholders and nonprofit organization and community leaders and so on and trying to figure out ways in which they can also sort of lend their voices to this effort to increase the diversity of the teaching profession.

I don't necessarily know at the sort of technical or the specific transactional level in terms of a specific district's hiring sort of and so on and so forth. I don't know if they've gone - I have not seen and we have not had conversations in terms of that level of granularity. But I know overall that the teacher's unions also sort of expressed an interest in this topic and have stated that they are seeking to find ways to recruit more diverse candidate in general and that includes student of color into the teaching profession who then obviously join their ranks. So I know that there's an effort there. At the state and the local level, I would have to defer to other folks who might have more knowledge firsthand.

Coordinator: Thank you.

Our next question is from (Luis San Sebastian).

Sir, your line is open.

(Luis San Sebastian): Thank you much for the opportunity.

I guess my question here is, is there any research or data that suggests that starting a high school teacher's club and beginning that mentorship, that kind of development of getting kids to really think about teaching as a viable profession? Is there any kind of research that really shows that those kind of programs are very - are strong, you know, ways to recruit, you know, in this case Latino candidates?

Marco Davis: I am not aware but I do not profess to be an expert on the topic, so I'm not sure if either of our presenters have come across any research or any studies on that subject.

Dr. Belinda Flores: There has been some research and I'm going to say it's dated research, I guess, in maybe late '70s, early '80s, (unintelligible). And so they talked about the high school somewhere probably have it but like I say, it's data research. There hasn't been any recent research. And I don't know - many places who are doing that high school to college hotline as much anymore but they should, especially with - now with advanced placement and dual credit.

Marco Davis: Right.

Dr. Cristina Alfaro: Yes. I agree with Belinda that, you know, it's dated research but I think it's really an opportunity for us to go back to that research. I know personally at San Diego State, we're looking at putting together a branch where we could work with Hispanic institutions that would create such a pipeline and - because that needs to be done. So right now, I was - we were looking that up and I didn't find anything that was current. But something that we definitely need to focus on and we will. So hopefully we'll have another opportunity to come back and present on something like that.

(Luis San Sebastian): So something, I mean, connecting our junior college with our four-year university. That'd be a topic of discussion and something that might be, you know, a viable way to kind of grow our own here in our community and certainly - there's certainly information that suggests that it might be something to explore.

Dr. Belinda Flores: Definitely.

Dr. Cristina Alfaro: Absolutely.

(Luis San Sebastian): Thank you.

Marco Davis: Great. Thank you. We've got time for just one more question. I want to be respectful of folks' time. We've gone a little bit over already but I know we got a little bit of a late start. So, Operator, if we could take just one last question and then we'll wrap up the Webinar?

Coordinator: Sure. And our last question is from (Adam Fernandez).

Sir, your line is now open.

(Adam Fernandez): Hi. I was glad to hear your support for dreamers becoming teachers. But as you know, some states forbid dreamers access to professional and business licenses. So I was wondering if - what the department or the White House is doing to make sure that DACA or other dreamers have access to teacher licenses.

Marco Davis: I think that's a question for me. So that's something that is taking place at the state level. I would refer you probably over to the Department of Homeland Security in their Office of Citizenship and Immigration Services, USCIS, in terms of the DACA program specifically and what they outline. But it seems to me that you're talking about a question of sort of state policies which the department - the Federal Department of Education would not weigh in on.

(Adam Fernandez): So the proposal, I would say, would be that in other terms, say, in the Senate Immigration Bill from last year, there's amendment, (Coons10), which basically says that states don't have the right to discriminate on behalf of business licenses if a person is authorized to work within the United States, something we've been advocating with some - and the Department of Education would be that federal funds be tied to language similar to (Coons10).

Marco Davis: So again, I - it sounds like you're describing something that's proposed legislation that's currently being discussed and being considered in Congress as part of that immigration bill. And so we wouldn't be able to actually weigh in again until there was actual legislation. We would - from a regulatory standpoint, that would be sort of a different question. But we can't really comment on proposed legislation that's currently being considered in Congress...

(Adam Fernandez): Oh, no, no. Our - the proposal is - I'm suggesting right now is that...

Marco Davis: Oh okay.

(Adam Fernandez): ...something similar to (Coons10) be done administratively.

Marco Davis: I see. Okay. Well, that certainly sounds interesting. If you wanted to share that with us, if you wanted to follow up, we certainly could - actually we could pass that on to our - to the office that has the purview over that administrative area for their consideration and certainly we'd be able to follow up with you in that regard then for sure.

(Adam Fernandez): All right. Well, thank you so much.

Marco Davis: All right. Well, that's all the time we have for our Webinar today. I want to thank everyone for joining us.

Please note that again if you still had a question or wanted to follow up with either of the presenters, you can certainly reach them. Their contact info is on the slide deck that, as I mentioned, you should have received a copy of as a PDF prior to the call. If you did not receive that document for any reason,

please send us an e-mail to the e-mail address that you used to register, which is whieeh@ed.gov. That's the initials of the White House Initiative on Educational Excellence for Hispanics at ed.gov.

Similarly, if you have questions, such as the last question we just heard specifically directed at us, please feel free also to e-mail us through that e-mail address and we will respond to you.

I want to thank our presenters. I want to thank all of you for participating. I want to thank our operator for helping us facilitate this Webinar. As I mentioned, all this information will be available on the Web, so any of your colleagues or folks in your network who are not able to participate will be able to access it and benefit from the resources and information that were shared.

And we will be in touch again soon to share with you the theme of our next monthly Webinar, which is tentatively set for Wednesday, September 17th. So we look forward to hopefully all of you participating on that.

With that, everyone, have a good afternoon and thank you very much.

Dr. Belinda Flores: Thank you.

Dr. Cristina Alfaro: Thank you.

Coordinator: Thank you, speakers.

And that concludes today's call. Thank you for joining. You may now disconnect.

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